Alaska Alternate Assessment

Read-Behind Scoring Observations in Reading
Phase 4 - Final Report

Dillard Research Associates
June 8, 2013

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Background

Phase 4 of the three-year *Writer Rating Study Final Plan*, the final portion of the plan, was adapted to include live reading score-behind accuracy observations from March 25-29, 2013. The project was a collaborative effort between the Alaska Department of Education and Early Development (EED), Dillard Research Associates (DRA), and a district's Qualified Trainer (QT). The purpose of the observations was to determine what adaptations to reading administration training might be needed for ongoing improvement of the Qualified Assessor (QA) training system. The observations were conducted for a sample of reading assessment administrations for the Alaska Alternate Assessment (AKAA). Both quantitative and qualitative data were collected with data analysis including both descriptive statistics and correlations between district QAs and EED/DRA experts. Tester protocols were analyzed for quantitative data and qualitative information was gathered through observations and personal interviews. The districts, schools, and QAs who participated in the process are not reported, as all participants were assured of confidentiality.

Demographics

Six districts were selected to represent different district sizes, as well as regions. A total of 24 QA administrations of reading tests were observed by four expert raters. Seven observations were conducted in the 3/4 and 5/6 grade bands, respectively. Six observations were conducted at the 7/8 grade band. Five observations were conducted at the 9/10 grade band. Teachers were directed to select students who represent the full range of writing skills to avoid either floor or ceiling effects that would artificially inflate agreement levels.

District Communication

Participating districts were identified by EED and DRA in the fall of 2012 and notified during *Annual Mentor Training* in Anchorage, AK on November 6-8, 2012. Points of contact with each district were identified and expert raters were matched with participating districts. All participants, including district administrators, QTs, QAs, and building principals were informed of the visits. While not all details of the study could be shared with participants in advance of the study, everyone was notified that the intent of the study was a systems-level observation of assessor behaviors; our intent was not to 'catch' anyone doing things incorrectly, nor to be part of any professional evaluation. The following fact sheet was shared with all participants two weeks prior to the observations.

<Appendix A - Reading Scorebehind Fact Sheet_RSB>

Observation Protocols

Expert administrators from EED, DRA, and a QT developed the observation protocols used during the study. The QT was included as part of a long-term goal for future observations to be composed of peer-review observations with EED oversight. Therefore, a secondary objective of the study was to have Lead QTs trained throughout the state conducting such observations on a regular basis during the test window in order to build system capacity.

The protocols addressed five domains: (a) the Assessor meets EED administration requirements, (b) the Assessor provides an appropriate assessment environment for the student, (c) the Assessor is prepared for and administers the assessment appropriately, and (d) the Assessor supports the student appropriately, and (e) the Assessor accurately scores student responses in the teacher protocol. Each domain was composed of 3-6 sub-domains, resulting in an overall score per domain. Assessors were rated on a partial credit scale of 0-1-2 within each domain based upon the following five areas (scale: 0= Needs Improvement, 1= Acceptable, 2 = Exceptional).

The QAs were also observed entering data into the online data system and rated upon accuracy, using a Yes/No scale (the scores were either a perfect match or they were not). Expert raters corrected any incorrect scores prior to submission.

Qualified Assessors answered eight interview questions aimed at gathering relevant qualitative information about their training, preparation, and the methodology of the observation.

<see Appendix B - 2013AKAAReading_ObsProtocol_RSB>

Expert Training and Calibration

Experts completed a teleconference on February 28, 2013 to coordinate the training and address issues about interacting with each district contact person, preparing for and conducting the observations, and returning all materials to DRA for scoring and reporting. Additional guidance was provided by DRA staff on proper observation protocols, data entry expectations, and appropriate interviewing techniques.

<see Appendix C - 2013AKAAReadExpertRater_Instruct_RSB>

Observation Patterns

DRA's expert reviewers noted the following patterns during the reading score-behind process that need improvement. Errors fell into two general domains: applied skills and knowledge.

- Font substitutions - Assessors did not like some of the letter fonts used on the assessment; they did not understand that they could substitute a different but equivalent representation of the materials.
- Deviations from script – Although current standardization requires that the script be read exactly as printed, Assessors did not follow the exact prompt in all cases, though deviations were not severe.
- Preparation - While not widespread, some Assessors clearly had not read the scoring protocol and/or prepared materials prior to testing.
- Item sequence – Assessors did not always know the order for item administration that led to sequencing and presentation difficulties (e.g., administering certain student materials upside-down, etc.).
- ELOS - Assessors were unclear about when they should administer ELOS items and asked several questions, even when ELOS administration was not required.
- Examples – Assessor did not provide additional examples for some tasks even though this would facilitate administration. Many students said letter names instead of letter sounds, for example, as the scoring protocol did not provide an example nor did the Assessor.
- Two answers – Students had difficulty providing two answers for problems that requested it and Assessors unclear about re-prompting when only one answer was offered.
- Printing - Some Assessors received their materials from central office on 2-sided paper and complained that the prompt instructions were separate from the scoring boxes, requiring them to flip back and forth.
- Practice Tests – Assessors generally did not use the practice tests to prepare for the AKAA. Some stated that the test aligns well with their curriculum and the practice tests really aren't needed, while others simply did not know that they could use the tests in this manner.

Descriptive Statistics

The data presented in Tables 1 – 8 provide the means (the average performance levels), standard deviations (the amount of variation around the mean), and count (for each item or task with complete data). Pearson correlations (r) also are presented, representing the level of agreement between raters. Data are organized by grade band (i.e., 3/4, 5/6, 7/8, & 9/10) and item types. The following abbreviations for item types are represented.

Abbreviation	Description
ID	Student identifies signs and symbols, letter sounds, words, etc.
BS	Student blends sounds, or identifies blended sounds
READ	Student reads word out loud, or points to word when read
COMP	Student is read an excerpt and asked comprehension questions
FO	Student identifies statements as fact or opinion
FD	Student follows multi-step directions
ORD	Student sequences events in a story
REC	Student recalls events from a story
MI	Student identifies the main idea in a story
R1	Rater 1 - the Alaska Qualified Assessor
R2	Rater 2 - The EED/DRA/District QT expert rater

Grade 3/4

Table 1

Descriptive Statistics for Grade Band 3/4 Reading Items

Item type (R1/R2)	M	SD	n
ID R1	0.77	0.72	127
ID R2	0.76	0.71	127
BS R1	1.73	1.44	51
BS R2	1.73	1.44	51
COMP R1	1.89	1.96	84
COMP R2	1.89	1.96	84

Table 2

Correlations for Grade Band 3/4 Reading Items

Item type (R1/R2)	r
ID R1 with ID R2	0.97
BS R1 with BS R2	1.00
COMP R1 with COMP R2	1.00

Grade 5/6

Table 3

Descriptive Statistics for Grade Band 5/6 Reading Items

Item type (R1/R2)	M	SD	n
ID R1	1.53	0.77	36
ID R2	1.47	0.77	36
READ R1	2.18	0.95	78
READ R2	2.17	0.96	78
COMP R1	1.37	0.71	84
COMP R2	1.37	0.71	84
FO R1	0.67	0.99	12
FO R2	0.67	0.99	12

Table 4

Correlations for Grade Band 5/6 Reading Items

Item type (R1/R2)	r
ID R1 with ID R2	0.96
READ R1 with READ R2	0.99
COMP R1 with COMP R2	1.00
FO R1 with FO R2	1.00

Grade 7/8

Table 5

Descriptive Statistics for Grade Band 7/8 Reading Items

Item type (R1/R2)	*M*	*SD*	*n*
ID R1	1.74	0.51	35
ID R2	1.74	0.51	35
READ R1	2.70	1.54	40
READ R2	2.70	1.54	40
COMP R1	0.98	0.75	100
COMP R2	1.08	1.04	101

Table 6

Correlations for Grade Band 7/8 Reading Items

Item type (R1/R2)	*r*
ID R1 with ID R2	1.00
READ R1 with READ R2	1.00
COMP R1 with COMP R2	0.98

Grade 9/10

Table 7

Descriptive Statistics for Grade Band 9/10 Reading Items

Item type (R1/R2)	*M*	*SD*	*n*
ID R1	0.71	0.46	24
ID R2	0.71	0.46	24
READ R1	1.82	1.14	96
READ R2	1.85	1.12	96
FO R1	1.88	1.55	8
FO R2	1.88	1.55	8
FD R1	0.50	0.52	12
FD R2	0.50	0.52	12
ORD R1	1.31	1.30	16
ORD R2	1.31	1.30	16
REC R1	2.75	2.63	4
REC R2	3.00	2.16	4
MI R1	2.25	1.26	4
MI R2	2.25	1.26	4

Table 8

Correlations for Grade Band 9/10 Item Types

Item type (R1/R2)	r
ID R1 with ID R2	0.99
READ R1 with READ R2	1.00
FO R1 with FO R2	1.00
FD R1 with FD R2	1.00
ORD R1 with ORD R2	1.00
REC R1 with REC R2	0.88
MI R1 with MI R2	1.00

Interpretation of Correlation Results

The results presented demonstrate high levels of consistency in scoring most item types on the AKAA Reading assessment. The 3/4 grade band correlations ranged from 0.97 to 1.00. The 5/6 grade band correlations ranged from 0.96 to 1.00. The 7/8 grade band correlations ranged from .98 to 1.00. The 9/10 grade band correlations ranged from .88 to 1.00.

The only item type that did not appear to function as consistently as others was the recall item in the 9/10 grade band. However, this level may be due to the very small range (e.g., a single item with only four possible comparisons). Two of the comparisons matched exactly and two did not. Of the two that did not match, one was within one point and the other was a two-point difference. This recall item has only a six-point rubric (0-5), which also increases the opportunities for disagreement.

Administration Ratings

Each domain included sub-domains to guide the analysis. As noted earlier, assessors were given a 0 if they Need Improvement in the domain, a 1 if their performance was Acceptable, and a 2 if their performance was exceptional.

1. The Assessor meets EED administration requirements
   a. Assessor is a licensed employee of the district.
   b. Assessor completed the required EED training.
   c. Assessor submitted a signed test security agreement to the District Test Coordinator (DTC) and retained a copy for his/her files.
   d. Student meets eligibility requirements for the AKAA.
   e. Test administration is consistent with IEP documentation.
   f. Test materials are stored securely.

2. The Assessor provided an appropriate testing environment for the student
   a. Assessor plans administration to elicit optimal performance.
   b. Assessor establishes calm, safe environment.
   c. Assessor positions the student in a manner that supports engagement.

3. The Assessor prepared for and administered the test appropriately
   a. Assessor has the appropriate test materials.
   b. Assessor has materials organized appropriately.
   c. Assessor provides appropriate pacing.
   d. Assessor presents materials in an accessible manner.

4. The Assessor supported the student appropriately
   a. Assessor reads directions, examples, passages, and items correctly.
   b. Assessor appropriately repeats/re-prompts the student.
   c. Assessor redirects/directs student's attention to test materials appropriately.
   d. Assessor supports student motivation.
   e. Assessor provides appropriate accommodations.
   f. Assessor does not provide prohibited modifications.

5. The Assessor documented student responses in the scoring protocol appropriately
   a. Assessor records student demographics correctly.
   b. Assessor marks all correct responses.
   c. Assessor records all incorrect responses verbatim.

The following table conveys the average performance for all Assessors within each of the five domains.

Table 10

Domains and Average Ratings for Test Administration

Domain	Average rating (0-2)
The Assessor meets EED administration requirements	2.00
The Assessor provided an appropriate testing environment for the student	1.96
The Assessor prepared for and administered the test appropriately	2.00
The Assessor supported the student appropriately	1.95
The Assessor documented student responses in the scoring protocol appropriately	1.86

The administration results are positive overall, with Assessors receiving nearly Exceptional ratings on average. Domain 5 received the lowest average rating, though still quite strong. In the area of documenting student responses correctly in student protocols, a small number of Assessors did not record correct responses with an appropriate mark (✔or +) and a small number of Assessors did not record every incorrect response in the scoring protocol verbatim.

Data Entry Ratings

Assessors also were rated on their data entry in each of the five areas. Ratings were provided on a yes/no scale (0 - 1), as the Assessor either completed the tasks correctly or incorrectly. Descriptions of the five data entry areas and average ratings for each of the areas are provided in the table below:

Table 11

Data Entry Areas and Average Ratings

Data entry area	Average rating (0-1)
Accurate demographics: spelling of name, correct state student identification number, date of birth, and correct grade level.	1.00
Entered accurate item values.	1.00
Entered any reasons not tested, if applicable.	1.00
Entered types of accommodations and assistive technology used.	1.00
Saved and submitted scores indicating record is complete.	1.00

Assessor Input

Assessors participated in a post-administration interview. They were asked seven questions and completed one description of their use of practice tests. These survey components are provided below, along with two examples of representative responses.

1. How would you describe your preparation to administer the AKAA in reading?
   - (a) "I have to be extremely organized, have things labeled, and practice. I organize the materials, use blank pieces of paper; also cut strips if attention/anxiety is an issue."
   - (b) "My prep involves reading and preparing the student materials. Prepping the materials for each individual as dictated by their needs. I like to be really familiar with each task as well."

2. How would you describe your preparation to score the AKAA in reading?
   - (a) "I still am having to go back and look at some of the instructional stuff on the AKAA website. I find that I'm getting better at the scoring stuff."
   - (b) "Review protocols for first few tests, key to schedule time to enter data as soon as possible after test."

3. How would you describe your ability to interpret score reports from the AKAA in reading?
   - (a) "I've looked at the unofficial reports for the students I've tested. I haven't received an ISR yet."
   - (b) "Good. They are easy to read. We send a copy to the parents. I do so many probes and assessments that it all comes together."

4. In the area of reading, what is the biggest challenge you face in administration of the AKAA?
    (a)"The time to get it done and still have coverage for everyone else. We don't want kids hanging out doing nothing. We want to keep our kids engaged."
    (b) "Making sure that I am prepared to follow the rules and make appropriate changes."

5. Describe how you use the Practice Tests to prepare your student to participate in the AKAA reading assessment.
    (a)" I have never used a practice test; I didn't know we could use them for that."
    (b) "For some students the practice test is great. It gets them accustomed to the format and they are able to avoid some anxiety. However with other students, as soon as they see the practice test, they immediately become anxious and shut down. I have run the risk of a student refusing to participate in the 'real' assessment."

6. In the area of reading, what do you appreciate most about the AKAA?
    (a) "I like the…I like a lot about it. I like that it's testing specific areas and topics (decoding). I like that there are two stories and two different types of questions."
    (b) "There are realistic examples, a bus schedule, something they can connect with."

7. Do you feel that this test administration is representative of a typical administration for you? Why/Why not?
    (a)"Yes it is. I like to come into a quiet room. [Student] performed as expected."
    (b) "It's been about where it's been at."

8. Do you have any questions for us?
    (a)"Will you be developing an assessment for students who are not preforming at grade level but whose skills are too high for the AKAA?"
    (b) "I feel this is more valid, compared to the portfolio."

Summary of Results

The results from the Reading Score-behind Observation project demonstrate high levels of accuracy in all subdomains

Assessors were accurate in reading the scoring rules and expectations. Assessors and Expert Raters had very high levels of agreement in rating student performance. Overall correlations ranged from 0.88 to 1.00, with all items except for one rated with correlations that ranged from 0.96 to 1.00.

The overall administration results are also positive. The average ratings on the three-point (0-1-2) scale ranged from 1.86 to 2.00. The only areas of concern were the small number of Assessors who did not record a mark for correct answers for every item and a small number of Assessors who did not record incorrect answers in the scoring protocol verbatim.
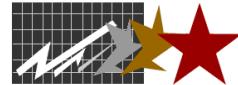
In the area of data entry, Assessors performed without error. All Assessors observed completed the data entry process correctly in all reviewed aspects.

Assessors' responses to the interview questions presented demonstrated a general approval of the AKAA Reading test design, with some challenges noted in time management and organization of materials. Assessors emphasized the need to prepare in advance of testing in order to be successful. A small number of Assessors had never seen an Individual Student Report (ISR). Finally, a number of Assessors were unaware of the fact that they could use the Practice Tests to prepare themselves and their students for the AKAA Reading assessments.

Future Training Implications

- Font substitutions - Assessors should be trained to substitute a different but equivalent representation of the materials (e.g., a picture-symbol or a representation of a letter that students are used to seeing during instruction).
- Deviations from script - EED may want to reconsider the need for exact verbatim presentation of directions or provide supplemental guidance and training.
- Preparation/Item Sequencing – Training should re-iterate the need to prepare for AKAA administration (e.g., printing and preparing all materials, reading through and practicing administration of scoring protocols).
- ELOS – Assessors need to be provided with examples of when it is/is not appropriate to go to ELOS during upcoming trainings.
- Examples – As the AKAA develops over the coming years, it is important to provide examples for some tasks that require administration support. Many students said letter names instead of letter sounds, for example, as that task had no example provided by the Assessor or the scoring protocol.
- Two answers – Assessors must be provided guidance regarding when it is appropriate to re-prompt in these situations.

- Printing – Assessors can: 1) read the scoring protocol in advance to reduce the need to flip back and forth, and 2) print the directions on 1-sided paper, or have an additional copy handy.
- Practice Tests – Further training should provide more guidance on the appropriate uses of the practice tests.
- Scoring Protocol Documentation – Assessors need to be reminded of the importance in documenting correct answers with an appropriate mark and recording incorrect responses verbatim.
- Individual Student Reports – All Qualified Trainers have access to official ISRs from the AKReports website, as do all DTCs; they should work with their respective QTs and/or DTCs to get copies of these reports.

Fact Sheet for 2013 Reading Score-behind Data Collection

Hello,

Thanks to all of you for your ongoing support of our 2013 Reading Score-behind data collections being conducted by AK EED and DRA for students taking the Alaska Alternate Assessment (AKAA).

Hopefully, this Fact Sheet can address questions you might have as well as ensure consistent data collection. Between March 25-29, 2013, expert administrators plan to visit your district. We have described several data collection details below and DRA staff are available in the event that you have further questions.

1) Assessors were identified by DRA/EED in advance. However, some Assessors were not able to participate for various reasons. In these exceptional cases, we are asking our district contacts to generate a list of viable candidates in the grade bands selected. Please send any nominations to your expert rater contact via email.

2) The raters will meet with each Assessor for **up to three hours** per student observation. This time is needed to complete the following activities: (a) explain the rating protocol, (b) conduct the live score-behind reading observation, (c) observe data entry and, (d) conduct a post-observation interview.

3) The reading data collection process targets students who did not participate in the Extended Levels of Support (ELOS) administration last year, if possible.

4) To compensate for the three hours of Assessor time, we are offering the option of a substitute teacher for the morning or afternoon session. Reimbursement from DRA can be provided with the following caveats:
    a. Provision of substitute teachers is optional but not required of data collection participants.
    b. District personnel need to schedule the substitute teacher(s).
    c. Only one substitute teacher is needed for each day of observation. The substitute can follow the expert raters from school to school.
    d. The data collection process must proceed whether or not substitute teachers are scheduled.
    e. The district must submit the attached invoice to DRA, including the required information (EIN, Address, School Name, etc.) for reimbursement.
    f. Reimbursement cannot exceed $150/day.

5) Data collection specifics: The observation is composed of three sections, *Administration, Data Entry*, and an *Interview*:
    a. *Administration*: Assessors will be rated on a 0-1-2 scale (0= Needs Improvement, 1 = Acceptable, and 2 = Exceptional) in the area of

Administration. The area is composed of five domains: (a) EED administration requirements, (b) testing environment for the student, (c) preparation and administration of the test, (d) student support and, (e) correct documentation of student responses in the scoring protocol.

b. *Data Entry*: Assessors will enter student scores from the reading test while being observed by the expert rater for accuracy in student demographics, item values, reasons not tested (if applicable), accommodations/assistive technology used, and saving the data appropriately.

c. *Interview*: Assessors will be asked eight open-ended questions regarding their training and experiences surrounding the AKAA in reading and be given the opportunity to ask any questions of the expert rater.

6) After the interview, the expert raters will either scan the student's scoring protocol or make copies of the student's scoring protocol. These documents will be kept in strict confidentiality with DRA and EED staff. The original documents will be returned to the Assessor before the expert rater leaves the building.

7) All participants in the Reading Score-behind data collection will remain anonymous; neither the final data analysis nor the report will contain identifiable information regarding the district, school, Assessor or student.

Please contact Kim Sherman at DRA if you have any questions at: kim.sherman.dra@gmail.com. Thank you for your continued efforts. We look forward to being guests in your schools!

Dillard Research Associates (DRA) &
Alaska Department of Education and Early Development (EED)

Expert Rater:_____

Assessor:_____

School/District: _____

Grade Band: _____

Time Reading Test Started: _____

Time Reading Test Stopped: _____

**2013 AKAA Reading Score-Behind Data Collection
Observation Protocol**

Administration
Assessors are rated on a 0-1-2 scale with regard to how well they are prepared for and/or administer the assessment based upon the following five areas (scale: 0= Needs Improvement, 1= Acceptable, 2 = Exceptional).

1. Domain 1: The Assessor meets EED administration requirements	**0 – 2**
a) Assessor is a licensed employee of the district ☐ b) Assessor completed the required EED training ☐ c) Assessor submitted a signed test security agreement to the DTC & retained a copy for his/her files ☐ d) Student meets eligibility requirements for the AKAA ☐ e) Test administration is consistent with IEP documentation (Which accommodations listed in the IEP were implemented in today's testing?) ☐ f) Test materials are stored securely ☐	
2. Domain 2: The Assessor provided an appropriate testing environment for the student	**0 – 1 – 2**
a) Assessor plans administration to elicit optimal performance ☐ b) Assessor establishes calm, safe environment ☐ c) Assessor positions student in a manner that supports engagement ☐	
3. Domain 3: The Assessor prepared for and administered the test appropriately	**0 – 1 – 2**
a) Assessor has the appropriate test materials ☐ b) Assessor has materials organized appropriately ☐ c) Assessor provides appropriate pacing ☐ d) Assessor presents materials in an accessible manner ☐	

4. Domain 4: The Assessor supported student appropriately	**0 – 1 – 2**
a) Assessor reads directions, examples, passages, and items correctly ☐ b) Assessor appropriately repeats/re-prompts the student (without deviating from script) ☐ c) Assessor directs/redirects student's attention to test materials appropriately ☐ d) Assessor supports student motivation (e.g., general praise: "Nice work!" or "Do your best!", sticker charts, tokens, etc.) ☐ e) Assessor provides appropriate accommodations ☐ f) Assessor does not provide prohibited modifications ☐	
5. Domain 5: The Assessor documented student responses in the scoring protocol appropriately	**0 – 1 – 2**
a) Assessor records student demographics correctly ☐ b) Assessor marks all correct responses (✔or +) ☐ c) Assessor records all incorrect responses verbatim ☐	

Notes:

Data Entry

After the test has been administered, the Assessor needs to enter the scores into the computer database. To ensure accurate data entry, it is useful if the following issues are addressed by reviewing the entire protocol with the data entry screen. Y = yes and N = No:

1. **Accurate demographics: spelling of name, correct state student identification number, date or birth, and correct grade level.**	**Y – N**
2. **Entered accurate item values.**	**Y – N**
3. **Entered any reasons not tested, if applicable.**	**Y – N**
4. **Entered types of accommodations and assistive technology used.**	**Y – N**
5. **Saved and submitted scores indicating record is complete.**	**Y – N**

Interview Questions & Answers

1. How would you describe your preparation to administer the AKAA in reading?

2. How would you describe your preparation to score the AKAA in reading?

3. How would you describe your ability to interpret Score Reports from the AKAA in reading?

4. In the area of reading, what is the biggest challenge you face in administration of the AKAA?

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5. Describe how you used the Practice Tests to prepare your student to participate in the AKAA Reading Assessment?

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6. In the area of reading, what do you appreciate most about the AKAA?

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7. Do you feel that this test administration is representative of a typical administration for you? Why/Why Not?

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8. Do you have any questions for us?

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2013 AKAA Reading Score-Behind Data Collection
Expert Rater Directions

Step-by-step Observation Process
Step 1: Contact the Assessor to ensure that s/he is expecting you at the planned time and location. Arrive promptly, with an ID badge, smiles, and possibly chocolate, on hand. Make sure that you have an extra, signed test security agreement just in case they would like/need a copy. EED will coordinate communication of test security agreements with respective DTCs. Sign in in the Main Office, then make your way to the classroom.

Step 2: Introduce yourself to the Assessor and explain the purpose is not to catch them making mistakes, but to see where our training system may need improvements. Make sure you ask about how to best communicate with the student.

Step 3: Introduce yourself to the student using the modality recommended by the Assessor. Explain that you are there to watch the test administration and you really want them to do their best work. Situate yourself where you can clearly see the student's responses, but are not easily able to be seen by the student (typically, a 45-degree angle back and behind the student to one side or the other is optimal). It is also important that you do not observe the Assessor's record keeping as the process unfolds. Your ratings must be independent

Step 4: Make sure that you have the appropriate Scoring Protocol and Student Materials for the student's grade band. Take at least one example of each level of the Standard and ELOS administrations, just to be safe. Bring a clipboard and pen or pencil. Record the Assessor's name, student's name, and student's grade on your scoring protocol.

Situate yourself where you can clearly see/hear the student's responses, but are not easily able to be seen by the student (typically, a 45-degree angle back and behind the student to one side or the other is optimal). It is also important that you do not observe the Assessor's record keeping as the process unfolds. Your ratings must be independent

Record student responses (correct using a ✔ or +; incorrect responses must be documented verbatim) in the scoring protocol. These will be submitted to DRA for analysis. *NOTE: Complete the score-behind activities, while remaining aware the factors established in the Observation Protocol.* You will score the majority of the Observation Protocol in private.

Step 5: Conduct observation of data entry. Observe as Assessor enters data into online data entry system. Ensure that appropriate ratings are established using the Assessor's scoring protocol as a reference. Record ratings in the Data Entry section on the *Observation Protocol.*

NOTE: *Data Entry Accuracy*
The ratings are based upon whether or not the Assessor enters scores that exactly match their scoring protocol. This is done by tracking the scores you've recorded in your scoring protocol versus the scores they enter online. Mark the scores that do not match and discuss each with the Assessor prior to having them hit save and submit. It is critical that the correct scores are entered. If there are no discrepancies noted in this process, they can proceed directly to save and submit.

Step 6: As soon as the Scoring Protocol is filled in, begin completing the *Observation Protocol*. The items in Domain 1 will require discussion with the Assessor as part of the interview process. Otherwise, the items in Domains 2-4 should be completed as quickly as possible after/during the observation. Domain 5 should be determined after the observation and interview have been completed.

Step 7: Conduct exit interview with Assessor. Record responses in the Interview Questions and Answers section on the *Observation Protocol.*

Step 8: Make copies of student's scoring protocol, for submission to DRA. You may use a personal scanner, or ask to use the school's copying equipment. Ensure the confidentiality of student records prior to submission to DRA for review. Follow the mailing instructions on page 3 of these instructions.

Administration
The following are areas to address when rating the overall administration of the AKAA in reading. IEP review is not required. In areas where the expert rater cannot observe directly, s/he is expected to ask the Assessor if these criteria have been met.

1. **Meeting EED requirements includes:** the Assessor is a licensed employee of the school district, the Assessor completed required training to administer the AKAA, the Assessor submitted a copy of the Test Security Agreement to the DTC and retained a copy for his/her files, student meets eligibility requirements to participate in the AKAA, test administration is consistent with student IEP (accommodations, assistive technology, etc.), and test materials are stored securely.

2. **Examples of appropriate testing environment include:** Assessor plans administration to elicit optimal performance from the student, Assessor establishes a calm, safe area where the student can focus, Assessor positions the student in a manner that supports the student's engagement in the test materials, Assessor

3. **Appropriate preparation and test administration includes:** Assessor has used practice test materials to prepare for test administration, Assessor is prepared with the appropriate test materials (correct grade band), Assessor has organized the materials such that they are likely to be successfully

administered, Assessor provides appropriate pacing, and the Assessor presents student materials in an accessible manner.

4. **Examples of appropriate support of student include:** Assessor reads directions, examples, passages, and items correctly to the student. Assessor appropriately repeats/re-prompts the student (without deviating from scripted prompt) and Assessor directs attention to test materials in a manner that does not provide any assistance for correct responses. Assessor supports student motivation (e.g., sticker chart, tokens). Assessor <u>does not</u> administer any test modifications as supports during the testing session.

5. **Examples of appropriate scoring protocol documentation include:** Assessor recorded student's demographics correctly, Assessor recorded all correct student responses (✔or +), and Assessor wrote all incorrect student responses verbatim.

Interview
The interview questions are listed in the *Observation Protocol.* There is space to record answers, but feel free to record more information on the back of the paper.

Rater Agreement Information
Expert rater uses relevant grade band scoring protocol and makes a copy of the Assessor's scoring protocol. Rater agreement will be determined between Assessor: Expert Rater, Assessor: Correct Answer, and Assessor: Data Entry.